


Community Engagement and Problem-Solving

The bottom of the slide features a series of overlapping, wavy lines in various shades of blue, creating a sense of movement and depth.



Take A Seat



SILENCE MOBILE DEVICES



Training Expectations:

1. Everyone is expected to actively participate
2. Participation is mandatory
3. You will get the most out of training if you participate
4. If you do not perform satisfactorily, remedial training will be provided
5. If you do not participate, then you will be sent back to your respective commander for re-scheduling


Module 1: What is CPOP?





CPOP stands for Community and Problem-Oriented Policing

- It combines the philosophies of Community Policing with Problem-Oriented Policing
- Decentralizes the responsibility of engaging and interacting with the community from a particular unit to the entire Division to enable commanders and frontline officers to work in conjunction with community members on developing and implementing policing strategies
- It prioritizes crime prevention



The “CPOP Plan” is the CDP’s plan to implement CPOP throughout all of CDP’s operations—including patrol, staffing, and recruitment. The CPOP Plan is still being finalized and will fully go into effect January 1, 2019. Eventually, the Division will train everyone on the final CPOP Plan, so that everyone understands the operational changes that are being made so that the Division can fully implement community and problem-oriented policing. Today’s training is about some of the foundational skills and best practices that are needed to support CPOP (in whatever shape it takes after being finalized). The plan will highlight several concepts including:

- Bolstering community engagement through partnerships/relationships
- Organizational transformation
- Policies that reflect CPOP principles
- More comprehensive training

Community Policing

Community Policing is:

- * A philosophy that promotes organizational strategies which support systemic use of partnerships and problem-solving techniques to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime



Community Policing is not:

- * A technique that CDP can apply to a specific problem until it is solved, but an entirely new way of thinking about the role of the police within the community. The CDP must focus on addressing community concerns, rather than separate criminal incidents



Community Policing

Community Policing:

- * Stresses that frontline officers proactively address the immediate conditions that give rise to public safety issues
- * Addresses crime, disorder and fear of crime
- * Prioritizes crime prevent



Community Policing is not:

- * Soft on crime
- * A quick fix/tactic that can be instituted overnight to solve problems
- * Top-down where decision-making start at the very top of the chain and flows down



Community Policing

Community Policing is:

- * The responsibility of all members in the Division of Police



Community Policing is not:

- * The sole responsibility of a bureau or unit such as the Bureau of Community Policing, Community Services Units (CSU) or the Neighborhood Impact Community Engagement Unit (NICE)



CDP Mission Statement

“The mission of the Cleveland Division of Police is to serve as guardians of the Cleveland community. Guided by the Constitution, we shall enforce the law, maintain order, and protect lives, property, and rights of all people. We shall carry out our duties with a reverence for human life and in partnership with members of the community through professionalism, respect, integrity, dedication, and excellence in policing”

The mission statement was changed to reflect the philosophy that officers are community “guardians” as opposed to “warriors.” This shift lays the foundation where officers consider themselves as a part of the community working in conjunction with other community stakeholders to address public safety concerns with mutual respect and dignity

Guardians

As “guardians” of the Cleveland community, all officers shall:

- Be community policing officers
- Proactively engage community members
- Develop relationships with the community
- Learn about the community members in their assigned area
- Engage the community and stakeholders in solving problems



Community Partnerships

Community partnerships are partnerships between law enforcement and individuals and organizations designed to build trust and work collaboratively to develop solutions to community safety issues

Partners include but are not limited to:

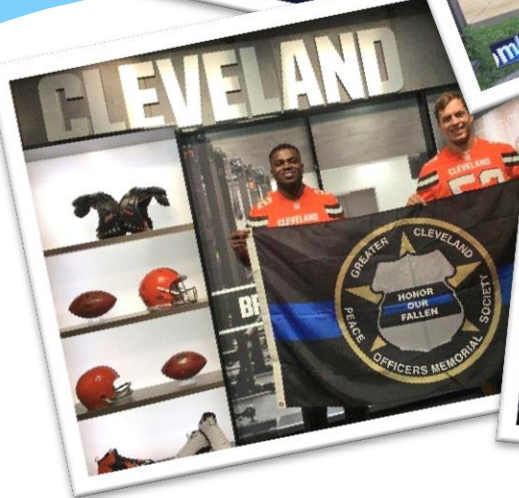
- Social service organizations
- Community groups/organizations
- Individual community members
- Non-profit/service providers
- Media
- Schools
- Faith-based organizations





Module 2: Community Engagement

Establishing Relationships Creating Partnerships



Establishing Relationships

The reference to “guardians of the community” in the mission statement directs officers to consider themselves an integral part of the community. To fulfill this mission, officers must engage the community outside of a typical law enforcement action and have a basic knowledge of the communities in their assigned area.

The community has expressed a desire to see the officers who patrol their district be actively engaged at events and proactively learn about their community as opposed to having the public interact only with designated “community policing officers” or even command officers

Under the CPOP Plan that is currently being finalized, officers will be expected to spend on average 20% of their time devoted to community engagement

All CDP officers are expected to know the community that they patrol. Understanding the community and having the community know them will promote trust and mutual understanding

- Understanding the community means forming relationships with ALL community members. That includes, but is not limited to, civilians and community organizations, including youth, LGBTQ, homeless, and mental health organization and communities

Getting acquainted with the community requires officers to engage the community outside of enforcement or investigative activities

Over time, having the community and the officers know each other will more likely lead to the community reporting more crimes, and actively participating in collaborative problem-solving efforts



Communication

Positive engagement requires good communication skills

The majority of an officer's job involves communicating with people, making it extremely important to have good communication skills

In general, officers tend to favor communication styles that are focused on facts, objectives, and consequences, which is compatible with the nature of the job, (i.e., objective, structured, and pragmatic)

- The public wants us to behave in a compassionate, understanding, and “feeling” way
- This requires us to learn and make an extra effort to communicate in a manner that is more appealing to the communities we serve



Nonverbal Communication

Eye contact – conveys interest, concern, warmth, and empathy

Facial expressions (i.e., smiling) – others will perceive you as more likable, friendly, and approachable; it is often contagious, and people are more apt to react favorably

Gestures – capture attention and help facilitate understanding


Positive Gestures

- * Open hands, palms up – “I’m being honest and have nothing to hide”
- * Touching your hands to your chest – “I believe in what I’m saying”

Negative Gestures

- * Clenched fist – “I’m upset”
- * Tapping fingers – “I’m impatient”
- * Arms crossed across chest





Posture and body orientation – standing erect and leaning forward indicate that you are receptive and interested in what the other person has to say

Proximity (i.e., how close you stand to someone) – is largely based on culture, so be attuned to any signs of discomfort (e.g., rocking, tapping, gaze aversion) that might indicate you are invading the other person's space and adjust accordingly

Vocal elements (e.g., tone, pitch, rhythm, timbre, loudness, and inflection) – a person who uses these elements, rather than speaking in monotone fashion, is perceived as more interesting



Tips for Engagement

1. Go to places where community members are comfortable
2. Make personal, one on one contact
3. Be certain to listen and show respect for what they have to say
4. Do not rush
5. Establish norms/ground rules that create a tone of collaboration
6. Practice good communication skills
7. Be trust worthy
8. Do not ignore troubles



Avoiding Pitfalls

1. Do not assume that you know what the community wants and needs. Instead, go to the community often and ask what it wants and needs from you
2. Behave and communicate with decency. A positive attitude is everything
3. Admit when you get it wrong and apologize. Community members understand that police are human and make mistakes. If an officer makes a mistake, admit the errors and ask for help from fellow officers if needed

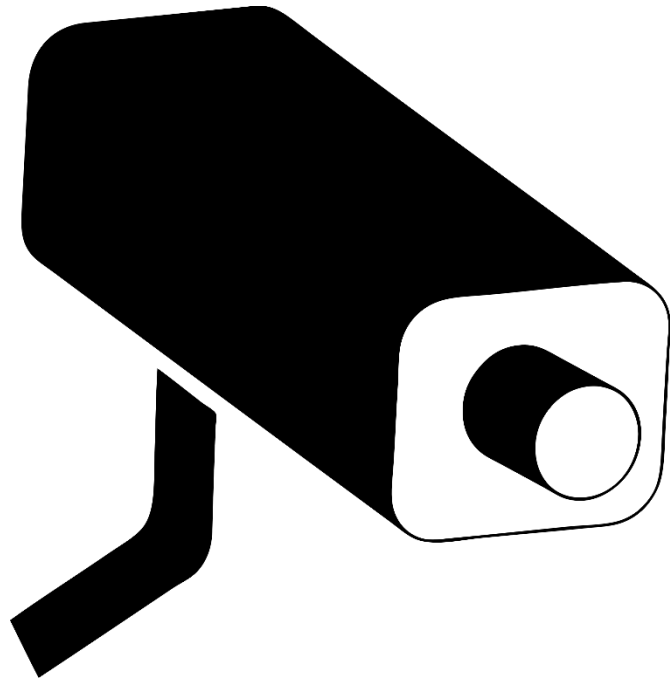


Community Engagement



WHY? WHY? WHY? WHY? WHY?

Establishing Relationships Creating Partnerships



Watch the videos

<https://youtu.be/8G8lI6oLZ-Y>

<https://youtu.be/Nhoh-CwHnho?t=1>



Module 3: Procedural Justice



Procedural Justice and Legitimacy

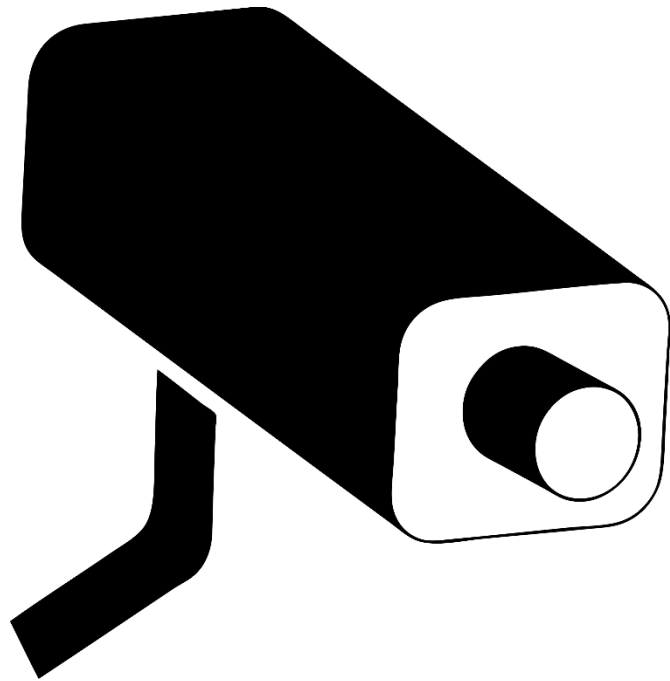
Procedural Justice: The procedures used by police officers in which citizens are treated fairly and with proper respect as human beings

Legitimacy: The public view the police as entitled to exercise their authority to maintain social order, manage conflicts, and solve problems in the community

Procedural justice can be a valuable first step toward building trust and rapport with populations that might feel marginalized

By exercising it, you will be more effective in policing and engaging communities in creating partnerships





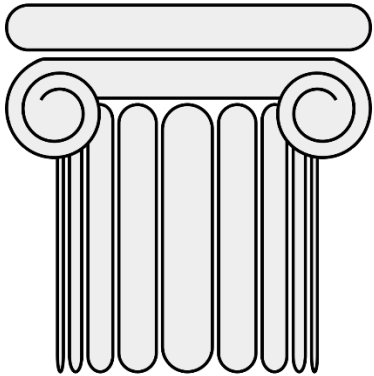
Watch the video

[https://www.youtube.com/watch?v=Xlan18B
YXqg](https://www.youtube.com/watch?v=Xlan18BYXqg)



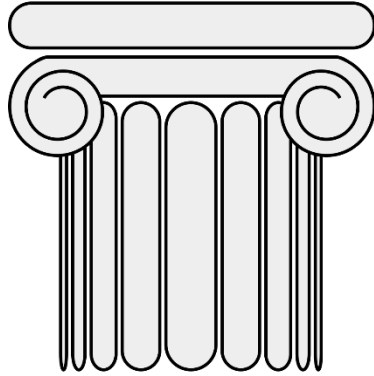
Four Pillars of Procedural Justice

VOICE



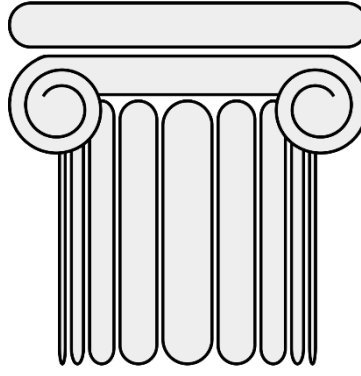
Giving others a **VOICE** (i.e., listening)

NEUTRALITY



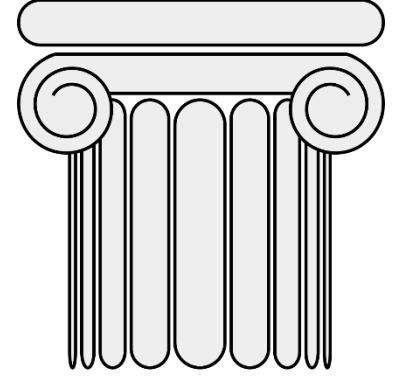
NEUTRALITY in decision making

RESPECT



RESPECTFUL treatment

TRUSTWORTHY



TRUSTWORTHINESS



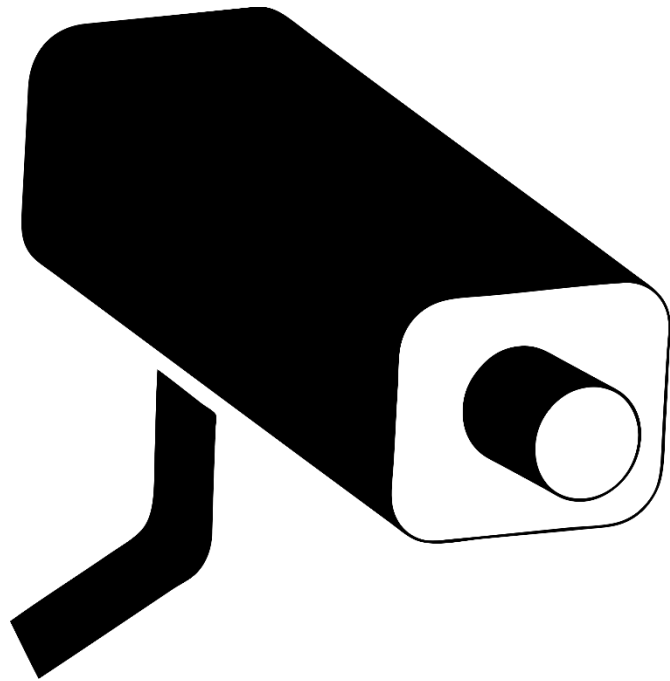
Legitimacy

Policing based on the concept of procedural justice rests on the assumption that people form assessments of legitimacy based on how the police exercise their authority. When officers give citizens a voice (listen) and are neutral, respectful, and transparent, police officers gain the trust of the citizenry. The procedural justice process leads citizens to view the police as legitimate and trustworthy. When Utilizing Procedural Justice and Gaining Legitimacy, Police Officers Benefit Because:



- Safety increases (i.e., Not having to fight as often)
- Stress levels lower (i.e., When everyone treats people with decency, we can be happier and more pleasant at work and home)
- There are fewer complainants (i.e., By talking to others professionally, we can receive fewer complaints)
- There is greater cooperation from citizens (i.e., When we build rapport with the community by utilizing procedural justice, we are more likely to gain information about a crime that is occurring in the community)
- Voluntary compliance is gained from citizens (i.e., When we treat others how we want to be treated, the police are more likely to walk offenders into a pair of handcuffs)
- Crime is reduced (i.e., When talking to others in the proper manner, there is greater likelihood that there will be fewer assaults on police officers)





Watch the video

<http://abcnews.go.com/US/viral-video-shows-side-interactingpolice-officers/story?id=30310913>



Goals in Policing

what
are
your
goals?






It's Time For A Break



Definitions:

- Sensitivity – the ability to consider the feelings of others and address people in a respectful and non-offensive manner.
- Sex – refers to biological characteristics of being male, female, and intersex (i.e., there is a discrepancy between the external genitals and internal genitals – the testes and ovaries)
- Gender – assigned at birth based on sex
- Gender identity – is the inner sense of one's gender, including a sense of self, self-image presented to the world, and self-identification
- LGBTQ – respectful umbrella term that stands for Lesbian, Gay, Bisexual, Transgender, and Queer





Culture – refers to the system of shared ideas, rules, and meanings that inform us how to view the world and tell us how to act:

- It is a complex group of behaviors and standardized social characteristics unique to a specific group
- It is learned; it is not biologically inherent
- It is transmitted from one generation to another
- It states to us what is good, bad, right, or wrong
- It has definite rules that guide us on how to behave

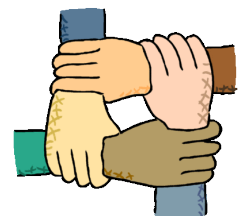


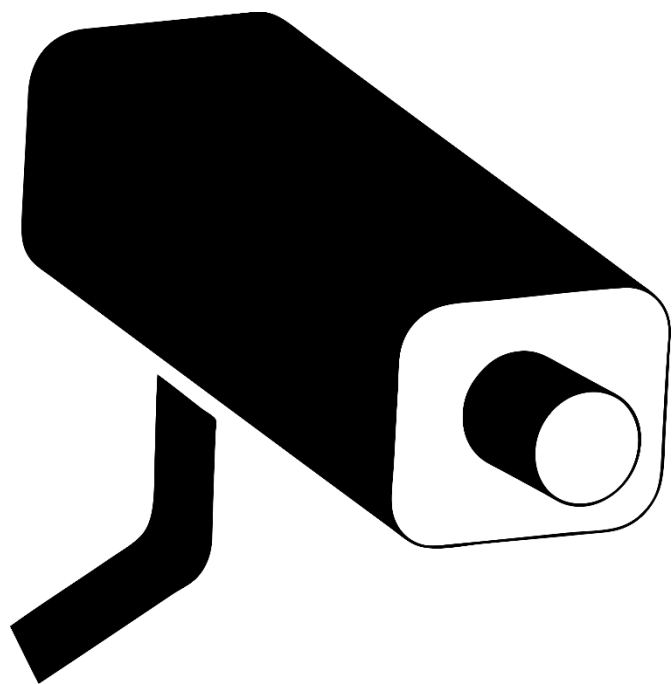
Ethnicity – refers to cultural practices and attitudes that characterize a given group of people and distinguish it from other groups

- Include characteristics such as language, religion, ancestry, and other shared cultural practices which provide them with a distinctive identity

Biases - a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or unreasoned

- Biases can be intentional or implicit



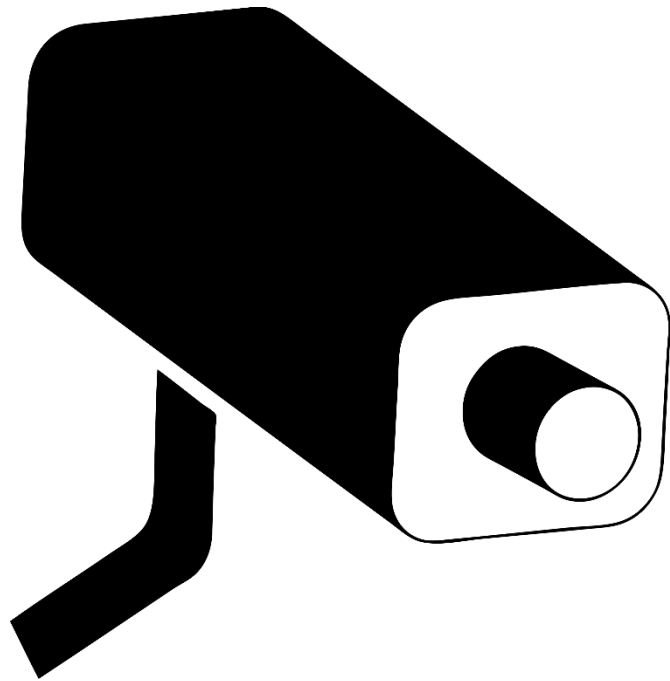


Watch the video

<https://youtu.be/XUO59Emi3eo>



Engagement



Watch video # 5

<https://youtu.be/gfGPx4xJHvM>





Collaborative Problem-Solving

Lord Stevens, a previous commissioner of the London Metropolitan Police Service, once explained the fundamental challenge of policing with an analogy. He asked his audience to imagine a fast-flowing river, sweeping hundreds of people away in its current. He argued that the traditional police response is to jump into the river and try to help as many people as possible, rather than to head upstream to determine why and how people are falling into the river in the first place. He went on to say, “And so begins a reactive cycle of uncontrolled demand and equally uncoordinated response. The police become like lifeguards frantically swimming against the tide from one incident to another, employing different tactics in a disjointed and unfocussed manner with little or nothing to show for it at the end of the day.”



What is Collaborative Problem-Solving?

Collaborative problem-solving: An organizational strategy and philosophy that shifts the focus of police work from reacting to calls for service to prevention. Through this approach, police work with the community to look at patterns of crimes, identify underlying problems, and craft solutions that the community desires. For collaborative problem-solving to work, police must actively collaborate with community groups and individuals, other City agencies, and other organizations



Why collaborate to solve problems?

- Preventing crime is preferable to prosecuting crime
- Police alone cannot prevent and solve crime
- Police cannot arrest their way out of problems, because many pressing problems are not criminal
- Community members/organizations may have information/intel that the police do not
- By proactively engaging the community and community-based organizations, the overall quality-of-life improves, and crime and fear of crime are reduced
- Solving root causes of crime prevents future crime
- Collaboration and engagement, over time, will enhance trust, which will lead to additional collaboration and engagement. CPOP can lead to more/better CPOP



What is a Problem?

According to the Center for Problem Oriented Policing, problems can be understood and described in a variety of ways. No one way is definitive. They should be described in whichever way is most likely to lead to an improved understanding of the problem and effective interventions. Generally, incidents that the police handle cluster in four ways:

1. Behavior: Certain behavior(s) is (are) common to the incidents. For example, making excessive noise, robbing people or businesses, driving under the influence, crashing vehicles, dealing drugs, stealing cars. There are many different behaviors that might constitute problems.

2. Place: Certain places can be common to incidents. Incidents involving one or more problem behaviors may occur at, for example, a street corner, a house, a business, a park, a neighborhood, or a school. Some incidents occur in abstract places such as cyberspace, on the telephone, or through other information networks.



3. Persons: Certain individuals or groups of people can be common to incidents. These people could be either offenders or victims. Incidents involving one or more behaviors, occurring in one or more places may be attributed to, for example, a youth gang, a lone person, a group of prostitutes, a group of chronic inebriates, or a property owner. Or incidents may be causing harm to, for example, residents of a neighborhood, senior citizens, young children, or a lone individual.

4. Time: Certain times can be common to incidents. Incidents involving one or more behaviors, in one or more places, caused by or affecting one or more people may happen at, for example, traffic rush hour, bar closing time, the holiday shopping season, or during an annual festival.

Examples:

- Crime problem: Numerous burglaries in a particular area, occurring in the same fashion
- Quality of life problem: Clusters of vacant property that attracts juveniles and minor offenses



Who to Collaborate With?

- Community members/citizens
- Community-based organizations
- Non-profit organizations
- Service providers
- Schools



How to Collaborate

- Become familiar with your zone and its people. Study the area. Ride/walk around. Get to know geography and landmarks. Note the locations of mosques, businesses, agencies, schools, complexes and visible problem areas.
- Identify the problems of the community with the community.
- Make contact and develop a good rapport with community leaders, the business owners, local agency heads, School officials, and public officials responsible for service in the area, any other person of influence or importance in the area.
- Make random contacts with people in the area. Walk the area, meeting people at random. Introduce and write down contact information. Explain how people can get in touch. Inquire about community problems and concerns. Become interested in the concerns of the community members.



Scanning Analysis Response Assessment (SARA)

What is SARA:

- It refers to the four problem-solving stages of Scanning, Analysis, Response and Assessment. By dividing the overall project into separate stages, SARA helps to ensure that the necessary steps are undertaken in proper sequence – for example, that solutions are not adopted before an analysis of the problem has been undertaken. This is a useful check on the natural tendency to jump straight into a final response, while skimping on definition of the problem and analysis for forgetting to assess their impact on the problem



Scanning

- Identifying recurring problems
- Prioritizing the problems
- Developing broad goals
- Confirming that the problems exist
- Determining how often the problem occurs and how long it has been a concern
- Selecting problems for closer examination



Analysis

- Identifying and understanding events and conditions that precede and accompany the problem
- Identifying relevant data to collect
- Researching what is known about the problem type
- Taking inventory of how the problem is being addressed and any strengths/limitations of the current response
- Narrowing the scope of the problem
- Identifying resources that may be of assistance in developing a deeper understanding of the problem
- Developing a working hypothesis about why the problem is occurring; is it really occurring?



Response

- Brainstorming for new interventions
- Searching for what other communities with similar problems have done
- Choosing among the alternative interventions
- Outlining a response plan and identifying responsible parties
- Stating the specific objectives of the response plan
- Carrying out the planned activities



Assessment

- Collecting pre- and post-response qualitative and quantitative data
- Process Evaluation
- Determining whether the plan was implemented
- Determining whether broad goals and objectives were attained
- Identifying any new strategies needed to augment the original plan
- Better handling of incidents and improved response to the problem
- Conducting an ongoing assessment to ensure continued effectiveness



Problem Analysis Triangle





Collaborative Problem-Solving

Officers respond to a call for a car break-in. The officers confer with the victim and soon learn that several vehicles on the street had also been broken into and all around during the night. The officers observe that several street lights had been broken and not replaced, and, the break-ins occurred in that area. The officers believed that the break-ins occurred in that area because of the broken lights. The officers advised the citizens that the Division of Public Works (DPW) is responsible for replacing the lights and how to call them in the future. The officers contacted the DPW, and worked with them to replace the lights on the street.



Collaborative Problem-Solving

A lieutenant assigned to a district responded to multiple infant fatalities and believed there was an increase in the number of these fatalities. He researched the frequency and causes of the incidents, and then consulted with the Homicide Unit. He also established a relationship with a Special Needs Child Care Registered Nurse for the Board of Health. Upon consulting with the nurse about the fatalities, they recommended creating a partnership between the police department and board of health to institute the “Cops and Cribs” program. The program consists of training frontline officers on how to assess a safe sleeping environment and make recommendations for improvement. The officers could also make a referral for parents in need of financial assistance through the board of health. The lieutenant also contacted the liaison to the Police Foundation who requested that the foundation provide financial assistance. Ultimately, the Police Foundation purchased cribs for the project.





Problem-Solving Scenario





Module 6: Community Engagement Forms



The purpose of this instruction is to provide members of the Division of Police with a basic introduction to the community engagement data collection

Community engagement forms represent a screen in the CAD system where community engagement activity data is captured

Community engagement data collected includes :

- Type of patrol such as bike, foot, car, non-patrol
- The officers assignment
- Whether the engagement was planned or unplanned
- Type of engagement such as block club, community event, presentation, or meeting
- Estimate number of attendees
- School-related activities such as career fairs, DARE, recruitment, Explorers, etc.
- Type of unplanned engagement such as social contacts and/or providing a community service



Every officer who participates in community engagement activity is responsible for inputting their data



**COMING
SOON!**

